DOCUMENT RESUME

ED 156 978 **CG 012 628**

AUTHOR	Robinson, Sharon E.; And Others
TITLE	The Effects of Modeling, Experimenter Generated Performance Feedback, and Self-Generated Performance Feedback on the Production of a Basic Counseling Skill.
PUB DATE	31 Mar 78
NOTE	28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Counselor Educators; *Counselor Performance; *Counselor Training; *Empathy; *Feedback; Instructional Design; *Modeling (Psychological); Research Projects; Teaching Methods

ABSTRACT

This project studied the counselor training of reflection of feelings. The independent variables were method of instruction; order of assessment stimuli presentation; and assessment stimuli. There were four methods of instruction: model plus expert performance feedback, model plus self-generated cued performance feedback, modeling only, and instructions only. The two forms of assessment stimuli were Client Vignettes, a series of 16 videotaped actors roleplaying typical college concerns; and Simulated Client, a client discussing in-depth her personal concerns. A sample of 56 master's degree students in counseling and guidance served as subjects. Each subject was randomly assigned to one of the four instructional groups. Subject performance was rated from transcribed audiotaped responses to both forms of assessment stimuli. The dimensions of response analyzed were frequency of produced reflection of feeling responses, feeling appropriateness, content relevance, content interpretation, delivery succinctness, and delivery smoothness. The results indicate that the addition of a feedback phase to a modeling phase does enhance performance of accurate reflection of feeling statements. The influence of expert and self-generated cued performance feedback seems equivalent. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED156978

1978 Annual Meeting

American Educational Research Association
Paper Session # 31.10
Toronto, Canada

March 31, 1978

The Effects of Modeling, Experimenter Generated Performance Feedback, and Self-Generated Performance Feedback on the Production of a Basic Counseling Skill

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Sharon E. Robinson
DeWayne J. Kurpius
Thomas C. Froehle

Indiana University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S.E. Robinson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Printed in U.S.A.

CG012628

Effective and efficient training of counselors is an overriding goal of counselor educators. Traditionally, the nature of counselor training involves extensive student-supervisor interaction which is both costly and time consuming. This is especially true when neophyte counselors-in-training are learning the basic counseling skills.

The efficacy of applying Bandura's social learning principles to counselor training has received considerable support in the literature. Perry (1975) when investigating the effects of modeling and instructions found that modeling had a significant impact on trainee's empathy. Dalton, Sundblad and Hylbert (1973) contrasted reading about empathy with receiving instructions, modeling and practice and found the combined treatment more effective than reading. To investigate the components of the Dalton, et al. study, Stone and Vance (1976) tested each component separately and combined and found that modeling was the significant variable influencing learning.

In further research on empathy training, Dalton and Sundblad (1976) compared a traditional training procedure with modeling and found that modeling procedures required less time and were more effective. In his analysis of three types of supervision, Ronnestad's (1976) results indicated that modeling of appropriate responses by the supervisor had the most significant impact on trainee performance. Robinson, Froehle and Kurpius (1978) tested various media of model presentation and sex of model as compared to instructions only. Their results suggest that the important element was modeling itself, not the model's sex or the medium by which the model was presented. It is quite evident from the literature that modeling is an effective means of teaching counseling skills.

Another issue of central concern to counselor educators is that counselors-in-training should learn to evaluate their own performance and that the trainee

should receive immediate and concrete feedback on his performance in order to improve upon it (Martin and Gazda, 1970). Bandura (1977, p. 28) points out that individuals can refine their behavior "through self-corrective adjustments on the basis of informative feedback from performance". This knowledge of results or performance feedback has two functions: (a) it can act as a directive to keep behavior on course; and (b) it can act as an incentive to stimulate greater effort (Kim and Hammer, 1976; Locke, Cartledge and Koeppel, 1968).

Several researchers have investigated the influence of performance feedback in counselor training. Canada (1973) and Dowd and Blocher (1974) that giving the subject information on the correctness of each counseling response via a flashing light increased the subject's performance of that skill. A bug-in-the-ear communication system was shown to be effective in increasing the desired verbal response of undergraduate psychology students (Reddy, 1969). Similarly, Baum and Lane (1976) support the use of the "bug system" as a means of giving immediate corrective feedback.

In the above studies, the performance feedback was administered by someone other than the person learning the skill. The judgment of the trainee's performance was made by a third person assuming that trainees learn to evaluate their own performance by receiving external evaluation. The question of self-evaluation has received little attention in counselor training literature. Bandura (1977, p. 103) notes that "at the highest levels of development, individuals regulate their own behavior by self-evaluative and other self-produced consequences". The stages involved in this self-evaluation process are skill acq isition demonstrated in performance, a judgment process where performance is conpared to a standard, and finally the self-evaluative reaction Bandura, 1977). This self-evaluative component of Social Learning Theory has been tested with children (Bandura and Perloff, 1967; Bandura and Kupers, 1963),

but there seems to be a paucity of research conducted with adults. In counselor training, the most typical type of performance feedback is given by replaying a videotape of the subject's interview without providing the subject with a standard against which to make judgment of his/her performance (Frankel, 1971; Bailey, Deardorff, and Nay, 1977). A study by Robinson, Kurpius and Froehle (1978) did contrast experimenter generated and self-generated performance feedback and found no differences between the two.

Along with who administers performance feedback and whether or not performance feedback enhances modeling effects, the issue of type of client situation used in assessment is of central concern. Typically live clients, videotaped vignettes, videotaped simulation of a client interview or written client statements are utilized. The question of impact of type of client stimulus used in assessment needs to be addressed. Also of interest is whether there are differences in skill transfer from one client situation to another if the order of client situation is varied.

The specific null hypotheses addressed by this research were:

H_1: There will be no differences between the expert generated and self-generated performance feedback in production of reflection of feeling responses to client vignettes and to a simulated client.

H_2: There will be no difference between subjects who receive modeling plus performance feedback and those who receive modeling only in production of reflection of feeling responses to client vignettes and to a simulated client.

H_3: There will be no difference between subjects who receive modeling and those who do not in production of reflection of feeling responses to client vignettes and to a simulated client.

H_4: There will be no differences in production of reflection of feeling responses to the client vignettes and to the simulated client.

H_5: There will be no differences in production of reflection of feeling responses due to order of client situation presentation.

Methods

Design

The design chosen to implement this study was the split plot factorial design described by Kirk (1968). This design allows for repeated measures on all subjects. Figure 1 presents the schema of the $SPF_{242 \cdot 2}$ utilized to investigate the hypotheses. The four factors involved in this study were semester of subject participation, method of instruction, order of presentation of the assessment stimuli, and assessment stimuli.

Subjects

A sample of 56 master degree students in counseling and guidance served as subjects. Since subjects were representative of both summer and fall enrollment in introductory counseling courses, subjects were blocked on semester. The age range for summer and fall students was 23 to 37 and 22 to 47 respectively. No subject had completed any more than two counseling related courses, none of which were applied counseling courses. To balance sex of subject, subjects were randomly assigned by sex to the levels of methods of instructions and order of presentation of the assessment stimuli. All subjects participation in this study was in conjunction with their lab experience for their prepracticum counseling course.

Independent Variables

Three independent variables were manipulated. The first, method of instruction, had four levels: (1) model plus Expert Performance Feedback (EPF), utilizing observation of a model followed by practice with an expert giving performance feedback; (2) model plus Self-Generated Cued Performance Feedback (SPF), consisting of observation of a model followed by practice and

a written "correctness cue" for self evaluation; (3) Modeling (M), utilizing observation of a model; and (4) Instructions (I), employing instructions only as a control condition.

The second independent variable manipulated was order of assessment stimuli presentation. Two possible orders of observation of the assessment stimuli were Order One (subjects received the Client Vignette assessment on day one and the Simulated Client assessment on day two) and Order Two (subjects were presented the Simulated Client on day one and the Client Vignettes on day two).

The third independent variable was the assessment stimuli. The first form of assessment stimuli was the Client Vignettes, a series of sixteen videotaped actors roleplaying typical college student concerns. The Simulated Client, the second type of assessment stimuli, presented one client discussing in depth her personal concerns.

Dependent Variable

The counselor response chosen for analysis of the dependent measures was reflection of feelings. This skill focuses on the "essential feelings, stated or strongly implied, of the helpee" (Brammer, 1973, p. 90). Understanding the affective component along with the cognitive components of the client's statements and communicating this understanding back to the client is viewed as a basic skill necessary for all counselors (Benjamin, 1974; Ivey, 1971; Hackney and Nye, 1973; Brammer, 1973; Egan, 1974).

Measurement of the Dependent Variable

To obtain a more comprehensive picture of subject performance, several dimensions of each subject response were analyzed. These dimensions were frequency of produced reflection of feeling responces, feeling appropriateness,

content relevance, content interpretation, delivery succinctness, and delivery smoothness. These measures allow for an examination of the quality of subject performance for both forms of assessment, Client Vignettes and Simulated Client.

Each subject's oral audiotaped responses to both forms of the assessment stimuli were transcribed verbatim for rating by four advanced doctoral students in counseling. A set of two raters rated all subject responses to one of the assessment stimuli. The typescripts of the responses were randomly ordered. In each rating team one rater rated from beginning to end while the other rater rated the typescripts in a reverse order. However, to check initial and final reliability, both raters rated the same typescript first and the same typescript last. Different judgments for the same response were averaged when ratings were totaled prior to data analysis.

Initially each response was judged as to whether or not it was a reflection of feeling statement and was awarded one point if it was classified by both raters as the desired type of response. Rater agreement for frequency of produced reflection of feeling statements to the Client Vignettes was 100% and to the Simulated Client it was 100% at the beginning of the rating process. This percentage of agreement remained constant for the raters of the Client Vignettes but decreased to 88% by the end of the rating process for those raters of the Simulated Client responses. A total frequency score for each assessment was obtained by summing across each set of responses.

If a response was judged to be a reflection of feeling statement, it was then rated for feeling appropriateness, the degree to which the subject reflected the predominant feelings being expressed by the client. Criterion for feeling appropriateness had been preestablished by three counseling interns. Feeling appropriateness was rated on a Likert type scale with a 1 assigned to an inappropriate or distorted feeling statement and a 5 assigned to a reflec-

tion of feeling response which perfectly agreed to the criterion feelings. Ebel's (1951) intraclass reliability for feeling appropriateness was r = .97 for Client Vignettes and r = .90 for Simulated Client. A check on rater reliability deterioration at the end of the rating time resulted in r = .91 and r = .89 for Client Vignettes and Simulated Client respectively.

Content relevance, scored from 1 to 3, reflected the degree to which the subject focused on the pertinent content in each client statement. All rater judgments were based on the pre-established criterion for key words which had been set by a team of three doctoral students in counseling. Rater reliabilities were r = .80 and r = .86 for Simulated Client and r = .93 and r = .60 for raters of the Client Vignettes (Ebel, 1951).

Also rated on a scale of 1 to 3, content interpretation was based on the raters judgments of the accuracy of the reflected content. A response which distorted the meaning of the client statement received a 1, whereas a response which accurately interpreted the client message received a 3. The initial Ebel (1951) intraclass reliabilities were r = .93 for Client Vignettes and r = .98 for the Simulated Client. Reliability decreased to r = .60 and r = .79 respectively on the final reliability check. All subject responses were rated on the two content dimensions and then ratings across each set of subject responses were summed to yield a content relevance and a content interpretation score for each assessment stimulus.

The two delivery measures were taken for each of the subjects' utterances. Delivery succinctness, the degree to which the response was precise and concise, was rated on a Likert type scale ranging from 1 to 5 with a 1 assigned to an incomplete or an excessively wordy response and a 5 for a precise and concise response. Reliability for Client Vignettes was r = .95 and r = .83 on the first and second measurement and for Simulated Client it was r = .96 and r = .68 (Ebel, 1951).

Delivery smoothness, also rated on a scale of 1 to 5, reflected the even flow of the subject's responses. A halting or stumbling response received a rating of one, and a smooth articulate response was assigned a rating of five. Rater intraclass reliability coefficients (Ebel, 1951) were r = .91 for Simulated Client and r = .95 for Cleint Vignettes. The assessment of relibility at the end of the rating process resulted in reliabilities of r = .70 and r = .83 for Simulated Client and Client Vignettes respectively. As with the other dependent measures, total scores were obtained for Delivery succinctness and for Delivery smoothness for each assessment stimulus.

Experimental Conditions

There were four experimental conditions to which subjects were randomly assigned. These were Model plus Expert Performance Feedback (EPF), Model plus Self-Generated Cued Performance Feedback (SPF), Modeling (M), and Instructions (I).

Modeling plus Expert Performance Feedback. This condition involved the subjects in three phases of instruction. These phases of EPF were instructions, model observation, and practice with expert performance feedback. Initially each subject upon arrival to the counseling lab received two handouts, one defining reflection of feeling responses and the other outlining the specific treatment procedures to be followed. The subjects then watched a video monitor which presented eight examples of client/model counselor interactions during which the counselor reflected the feelings implied ro expresses by the client. Following these eight model frames, the performance feedback phase gave each subject the opportunity to practice orally formulating reflection of feeling responses to another series of eight client statements. Immediately after the subject emitted a response, he or she received "corrective feedback" (Johenson, 1968) on the response from an expert. This performance feedback was administered via a phonic ear which consisted of a wireless ear

plug receiver worn by the subject and a wireless microphone worn by the expert feedback agent.

Model plus Self-Generated Cued Performance Feedback. Subjects in this condition also received two handouts, one defining reflection of feeling responses and the other outlining their specific lab procedures. They then viewed the eight modeling frames. However, following each of their eight practice frames, they received a written "correctness cue" visible on videotape and also read aloud. After receiving each correctness cue, subjects orally evaluated their own responses as correct or not correct.

Modeling. In this treatment condition the subjects received the two handouts and then viewed the eight model frames. No opportunity was given for practice.

Instructions. The fourth treatment condition was an instruction control condition. The subjects were given the two handouts as described above and allowed five minutes to read and study them before assessment began.

Development of the Treatment Videotapes

Three videotape components were constructed: eight model frames; eight practice framesfor the EPF condition; and eight practice frames for the SPF condition.

Modeling frames. The modeling videotape presented eight client statement/model counselor responses. Five male and female graduate students roleplaying the eight clients performed the scripted client statemtns. A male having his doctorate in counseling roleplayed the model counselor and reflected the feelings of each client. His responses were previously scripted and then rated on a scale of one to five for feeling appropriateness. The mean rating for modeled responses was 4.06. Also rated on a scale of one to five were the model counselor's attentiveness and genuineness with means of 3.8 and 3.2 repectively. The exact sequence for each model frame was a fifteen

second client statement and a fifteen second counselor response.

EPF frames. Built as a sequel to the modeling tape, this videotape presented eight different actor clients roleplaying a similar set of client concerns. Each fifteen second client statement was followed by a thirty second silence while the camera remained focused on the client. This silence allowed fifteen seconds for subject practice and fifteen seconds for subject reception of the expert performance feedback. This process was repeated for the construction of the eight practice frames.

SPF frames. This videotape was identical to the EPF videotape except for the periods of silence. Following each of the eight client statements was a fifteen second silence, and then a second camera focused on a "correctness cue" written on posterboard. When the camera remained focused on the correctness cue for fifteen seconds, a research assistant read aloud the cue. Each correctness cue pointed out the predominant feelings in the preceeding client statement. An example of a self-generated cued performance feedback frame is:

Client: I've been hurt so many times in the past that now I can't seem to get close to anyone. Just as I'm ready to make a commitment, I feel a sudden urge to pull away.

Silence: (15 seconds)

Correctness Cue: An appropriate reflection of feeling response may have focused on the client's "fear" or "sadness" or "apprehension".

This sequence of events for the SPF videotape was eight model frames and eight self-generated cued performance feedback frames.

Assessment Stimuli

Client Vignettes (CV). Four actor clients, two males and two females,

each memorized four scripted client statements representative of typical college student concerns. They then roleplayed these client statements for videofilming. During the filming, each client, ordered so that every other client was of the opposite sex, had fifteen seconds to express the client concern and the camera then remained focused on the client for another fifteen seconds. The resulting eight minute CV assessment tape presented sixteen client concerns with time alloted for subject orall response between each of the client statements. Use of client vignettes is an established assessement procedure (Eisenberg and Delaney, 1970; Payne, Winter and Bell, 1970; and Payne, Weiss and Knapp, 1972).

Simulated Client (SC). This second assessment stimulus videotape presented a twenty eight year old female discussing a personal concern. Visible on videotape for fifteen and a half minutes, she verbally struggled with an actual familial concern. During her monologue she occasionally paused for fifteen seconds before proceeding. A researcher present in the videotaping room with the actor client, timed the silences and signalled the actor client to continue her monologue after fifteen seconds had passed. This sequance of client statements and pauses occurred sixteen times over the fifteen and a half minute time period. The simulated client assessment stimulus was similar to that used by Perry (1975).

Procedures

Subjects had been randomly assigned to one of the instructional method treatment conditions and order of presentation of the assessment stimuli. Treatments were administered individually and privately in one of four counseling lab rooms. Upon arrival to the lab, each subject was seated in a

room containing a videotape monitor and audiotape recorder. A research assistant gave each subject the two handouts, one orienting them to their specific lab procedures and the other defining reflection of feeling responses. After allowing all subjects five minutes to read and study these handouts, she activated the audio recorders and exited. In a control room, the researcher activated playback of the appropriate videotape for each treatment condition. The instructions subjects immediately began responsing to either the CV's or to the SC. Subjects in the modeling, EPF and SPF conditions viewed and interacted with their treatment tapes and then responded either to the CV or to the SC assessment stimulus. During performance feedback for the EPF subjects, the expert feedback agent viewed the subject through a one way mirror. By being seated in the adjacent room with the one way mirror, the expert agent was able to hear each of the subject's responses and to see if each subject was utilizing the phonic ear to receive feedback.

When the subjects returned to their lab rooms twenty four hours later, they were given a handout describing the procedures to be followed. The research assistant activated the audiotape recorder and left the room. The researcher then activated the videotape playback of the assessment stimuli. Each subject received the second assessment stumulus as determined by their assignment to the order of presentation factor.

Results

To investigate the independence of the six dependent measures, Pearson Product Moment Correlations were calculated. The extremely high correlation between content relevance and content interpretation, $r = .93$, indicated that they were both measuring the same phenomenon. Therefore, these two measures

were summed to form a reflection of content measure. Similarly, the high correlation, r = .89, between delivery succinctness and delivery smoothness indicated that since they were virtually measuring the same concept they should also be collapsed to form a delivery score. Because of the high correlation, r = .83, between frequency and feeling appropriateness, it was decided to employ only feeling appropriateness in the data analysis. This measure reflected both quality and frequency in that quality had only been rated after a response was classified as a reflection of feeling statement. Table 1 presents correlations among the collapses dependent measures.

A 2 X 4 X 2 X 2 (Semester X Methods X Order X Assessment) multivariate analysis of variance with repeated measures on the last factor was computed on the three dependent measures--feeling appropriateness, content and delivery. MANOVA results are presented in Table 2. A significant difference was found for semester of subject involvement in the study, $F(3, 38) = 10{,}59$, $p < .00003$. An examination of the standardized discriminant functions indicated that both feeling appropriateness and content contributed to the significant F. For both of these measures, summer subjects performed significantly better to both forms of the assessment stimulus.

The MANOVA also revealed significant differences among the four levels of the instructional methods ($F(9, 92.63) = 8.41$, $p < .00001$). The standardized discriminant function coefficients indicated that content and feeling appropriateness are the major contributers to the variance in the multivariate F. A set of orthogonal comparisons were computed to determine which methods of instruction were significantly superior. Contrasting expert generated performance feedback with self-generated performance feedback subjects, the first comparison was nonsignificant. These findings support H_1, that EPF and SPF are equally effective training procedures.

H_2, that there would be no differences between subjects who received modeling plus performance feedback and subjects who received modeling only, was rejected ($F(3,105) = 6.35$, $p<.0005$). An inspection of the standardized discriminant function coefficients showed that feeling appropriateness and content equally contributed to the significant F. Similarly, the last orthogonal contrast which compared those subjects who received modeling to those subjects who did not was significant ($F(3,105) = 13.73$, $p<.00001$). Hypothesis 3 was rejected.

Hypothesis 4 of no differences between the two types of assessment stimuli was also rejected, $F(3,38) + 21.29$, $p<.00001$. An examination of the standardized discriminant function coefficients revealed that the difference between CV and SC was due to the feeling appropriateness variable. Subjects consistently responded with more appropriate feelings to the SC than they did to the CV.

The main effect for order of presentation of assessment stimuli was nonsignificant (H_5). However, the interaction of method of instruction and order of assessment was significant, $F(9,92.63) = 2.11$, $p<.036$. Again, by examination of the standardized discriminant function coefficients, it can be seen that content primarily accounts for the multivariate F. Figure 2 presents a pictorial representation of this interaction. By inspection it is evident that modeling subjects responded with better content to both SC and CV if they received Order 2. Subjects in the EPF and SPF groups performed better if they received Order 1, whereas subjects in the Instructions Control performed equally well for both orders of assessment presentation.

A significant interaction between Semester and Methods also obtained, $F(9,92.63) = 5.26$, $p<.00001$. Again, the variance is most accounted for by the content measure. Graphed in Figure 3, this interaction demonstrates that the quality of content reflected in the SPF subjects' responses across

both semesters was stable. However, fall EPF, M, and I subject's quality was lower than the quality of response content for the summer EPF, M, and I treatment groups.

The second order interaction, Semester by Methods by Order, was also significant, $F(9,92.63 = 2.77$, $p<.005$. As with the other significant interactions, the standardized discriminant function coefficients revealed that content contributed most to the multivariate F. Examination of Figure 4 reveals that both summer and fall subjects in EPF, SPF and I treatment groups performed better when given Order 1 of the assessment stimuli. In contrast, fall M subjects who received Order 2 performed much better than those M subjects who received Order 1. The reverse was true for the summer subjects.

Discussion

This study was envisioned as an initial step toward the implementation of a semi self-instructional training model for novice counselors. The components of this training package are not new. Modeling and feedback have long been used to teach the basic interviewing skills. However, what is unique is the utilization of subjects' self-evaluations to shape their counseling responses.

It is interesting to note that the treatment effects on the primary dependent measure, feeling appropriateness, are consistent with the literature; whereas the effects on residual learning, reflection of content, are not. With respect to reflection of feeling responses, the responses which were defined in the handouts, modeled on the videotape, and used as referents for performance feedback, this study clearly indicates that the influence of expert and self-generated cued performance feedback is equivalent.

And, that the addition of a feedback phase to a modeling phase does enhance performance of accurate reflection of feeling statements. Also, the weakest treatment or instructional procedure is to give the subjects a brief overview of the skill to be learned and then to assess performance. Similarly, as measured by feeling appropriateness, subjects are better able to respond to a longer, simulated client than to a series of short client vignettes. This may be due to the simulated client's discussion of one topical area which resulted in a narrow range of related affect. When subjects responded to her, the appropriate reflected feelings were closely related. In contrast, when subjects responded to the client vignettes, they were forced to recognize a wide variety of emotions, i.e., sadness, fear, joy, hurt, anger, frustration, and to respond quickly to these expressed or implied feelings. The higher quality of feeling appropriateness to the Simulated Client than to the Client Vignettes held whether subjects received the Client Vignettes or the Simulated Client assessment immediately after treatment.

The same, consistent findings did not obtain for the reflection of content measure. For the residual measure of learning, there were several confounding interactions. An examination of the Semester by Method by Order interaction typifies this confounding in that the fall subjects, who had previously performed consistently less well than the summer subjects, when given Order 2 immediately after receiving the Modeling treatment out performed the summer subjects on the reflection of content measure and the fall subjects who received Order 1. This was only true on the content measure, not the feeling appropriateness measure. This difference may have been due to the initial ratings of the dependent measures. Feeling appropriateness scores were given only for statements classified as reflection of feelings;

however, content scores were awarded for every response, thus reflecting the subject's ability to recognize key content areas in each client statement whether or not the feelings were also recognized. Also these results need to be interpreted with caution in that the n per cell involved in this interaction is extremely small (n = 3 or 4). The mean performance for the fall Modeling Order 2 group was greatly affected by one subject's outstanding performance.

The significant differences between fall and summer subjects must be noted. Although these students were equivalent with respect to age, experience and course work in counseling, the summer subjects continually produced better counselor responses. Since the large majority of summer students were school teachers who were enrolled in a short, intensive summer school course, they may have felt more pressure to glean as much from clas as quickly as possible. For both semesters the study was conducted during the first week of class. This allowed the fall subjects fourteen more weeks to pick yo what they missed the first week, but it only allowed five more weeks for the summer subjects.

Notwithstanding the inconsistent findings for the content measure, the results of this study as exemplified by the primary dependent measure, feeling appropriateness, lend theoretical support to Bandura's social learning model. The self-generated cued performance feedback subjects were able to regulate their own behavior and to shape their own performance. Employing the stages of performance, judgment process and self-response (Bandura, 1977), subjects served as their own feedback agents. This is particularly important when time, energy and cost factors involved in providing expert performance feedback are considered. And, "although both external and self-directed procedures

alter behavior, the practice of self-reward can have the added advantage of developing a generalizable skill in self-regulation that can be used continually" (Bandura, 1977, p. 144). Possibly a self-correctional system, when compared to an external-correctional system, will facilitate continued self-evaluation and self-shaping by the trainee as he/she develops as a counselor.

This question of transfer of self-evaluation procedures to new learning situations needs to be probed in future research. Also, whether these procedures are as effective for teaching other skills such as problem solving, confrontation and empathy needs to be investigated. With the increased demands for effective and efficient training procedures, counselor educators cannot ignore alternative training strategies which are time, energy, and cost efficient. Rather, we need to be continually searching for the best ways to train counselors in the art of being helpful.

Table 1: Pearson Product Moment Correlation
Among Three Collapsed Dependent Measures

		1	2	3
Feeling Appropriateness	1	-	.66	.33
Content	2	-	-	.33
Delivery	3	-	-	-

Table 2: Summary Table for Multivariate Analysis of Variance

Source of Variation	F	ndf_1	ndf_2	P
Between Subjects				
Semester	10.59	3.00	38.00	$p < .00003$
Methods	8.41	9.00	92.63	$p < .00001$
Order	.22	3.00	38.00	NS
Semester X Methods	5.26	9.00	92.63	$p < .00001$
Semester X Order	2.09	3.00	38.00	NS
Method X Order	2.11	9.00	92.63	$p < .036$
Semester X Method X Order	2.77	9.00	92.63	$p < .006$
Within Subjects				
Assessment	21.29	3.00	38.00	$p < .00001$
Semester X Assessment	.10	3.00	38.00	NS
Method X Assessment	1.56	9.00	92.63	NS
Order X Assessment	.65	3.00	38.00	NS
Semester X Method X Assessment	.93	9.00	92.63	NS
Method X Order X Assessment	.66	3.00	38.00	NS
Semester X Method X Order X Assessment	1.02	9.00	92.63	NS

Figure 1 Schema and means for Feeling Appropriateness (F) and for Content (C)

			CV	SC
Summer	EPF	O_1	F = 47.13 C = 55.13	F = 64.13 C = 70.75
		O_2	F = 38.83 C = 60.67	F = 43.00 C = 57.17
	SPF	O_1	F = 38.63 C = 55.13	F = 42.50 C = 57.75
		O_2	F = 34.50 C = 46.67	F = 32.83 C = 50.17
	M	O_1	F = 32.67 C = 59.00	F = 35.67 C = 55.17
		O_2	F = 31.88 C = 54.00	F = 35.63 C = 55.38
	I	O_1	F = 21.13 C = 52.00	F = 36.13 C = 59.50
		O_2	F = 15.17 C = 60.00	F = 37.00 C = 51.33
Fall	EPF	O_1	F = 32.88 C = 53.00	F = 50.55 C = 62.13
		O_2	F = 30.88 C = 51.25	F = 35.25 C = 55.00
	SPF	O_1	F = 32.75 C = 50.50	F = 45.75 C = 57.00
		O_2	F = 34.75 C = 47.25	F = 31.75 C = 48.13
	M	O_1	F = 23.50 C = 40.33	F = 25.50 C = 49.83
		O_2	F = 23.17 C = 59.33	F = 30.33 C = 64.67
	I	O_1	F = 13.83 C = 49.67	F = 19.00 C = 41.67
		O_2	F = 27.33 C = 44.00	F = 36.33 C = 51.00

Figure 2: Interaction of Method of Instruction and Order of Assessment for the content measure.

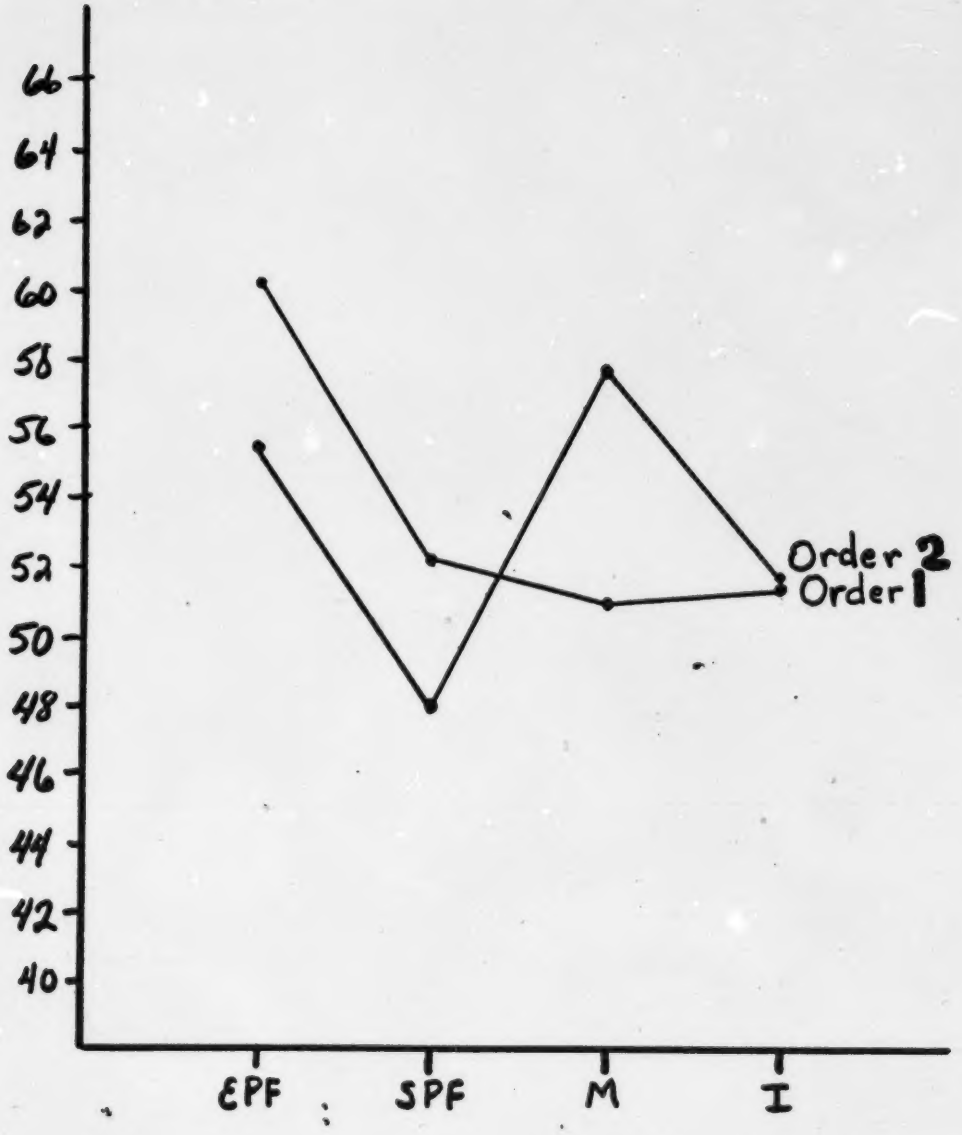


Figure 3: Interaction between Semester and Method of Instruction for Content Responses

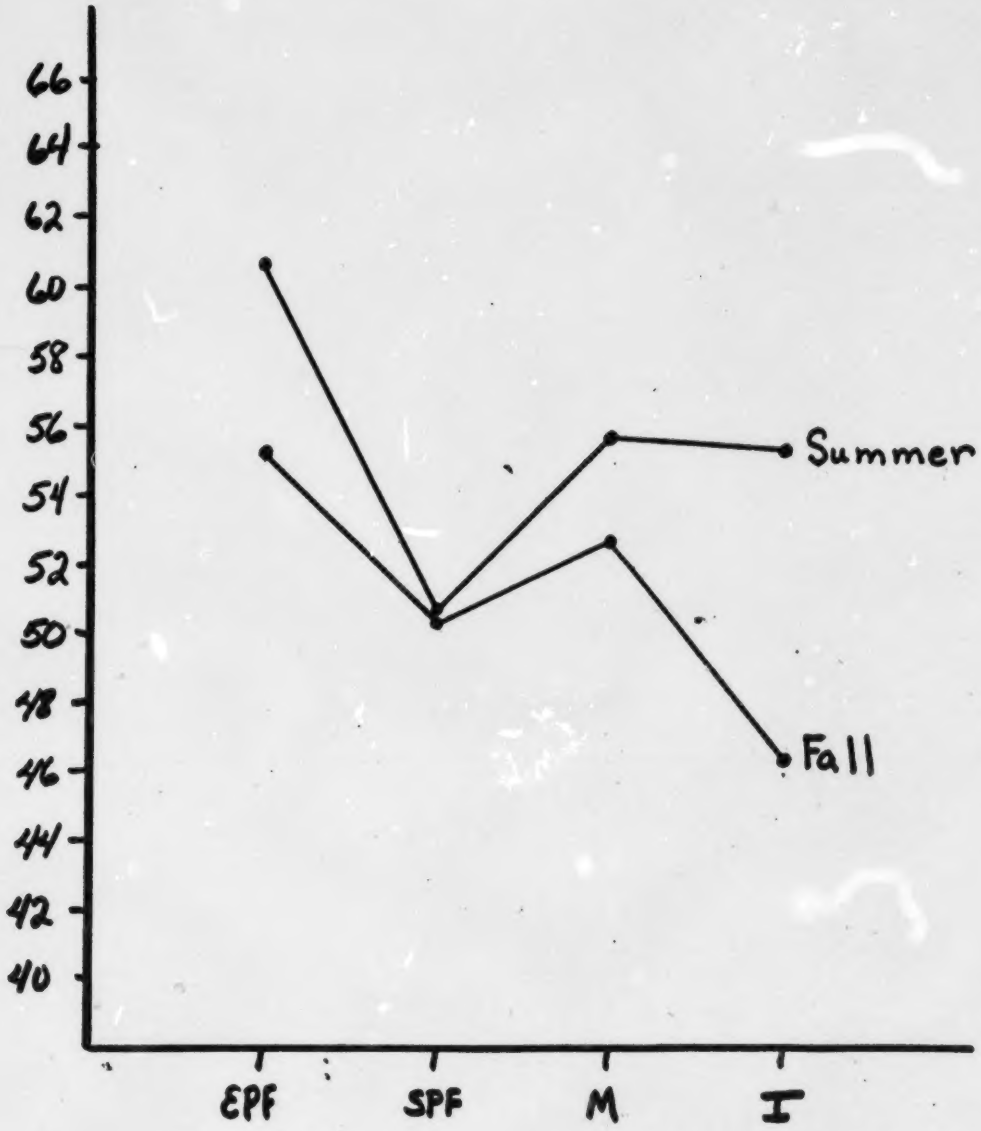
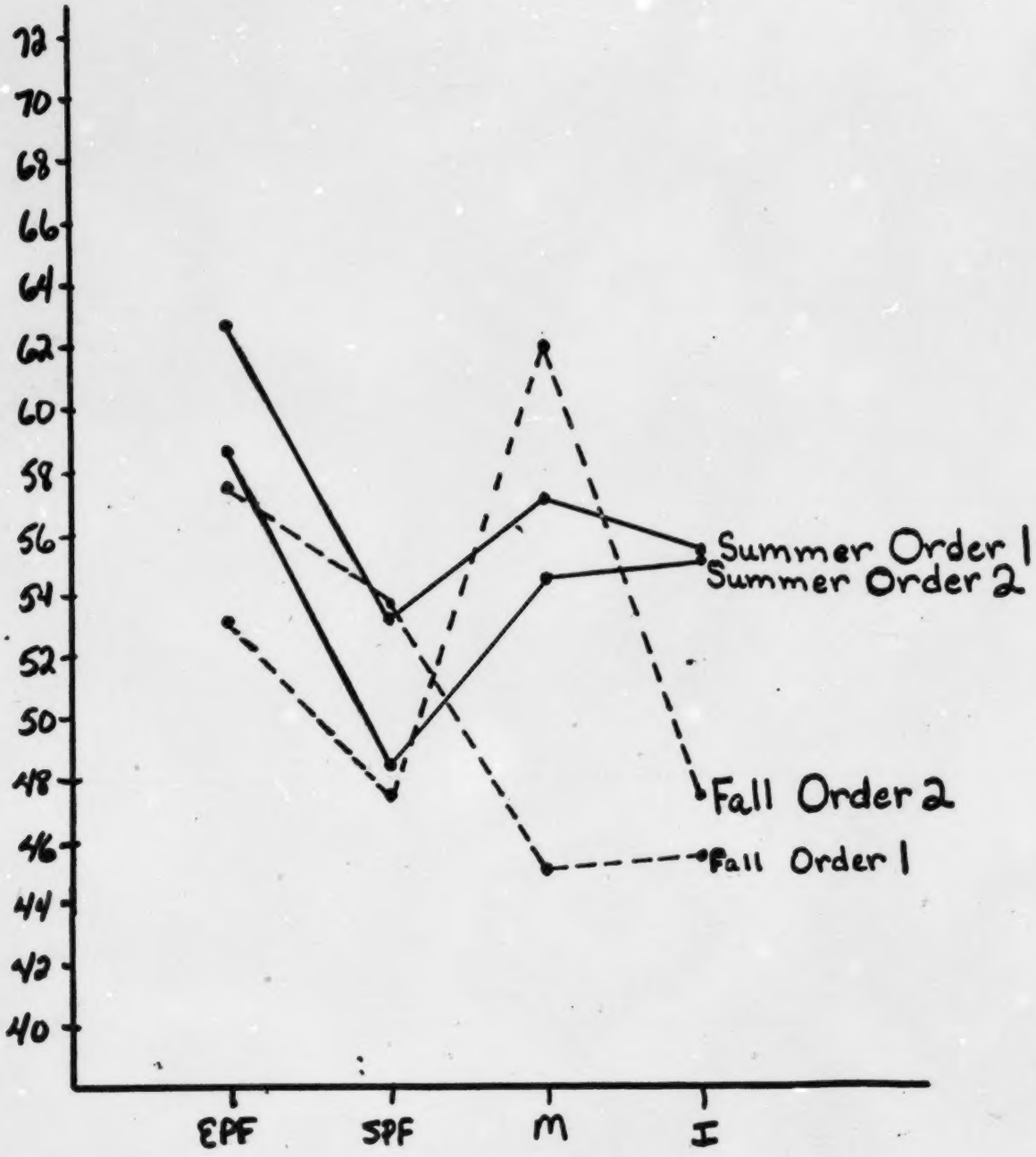


Figure 4 Interaction among Semester by Method of Instruction by Order of Assessment for Content Responses



REFERENCES

Bandura, A. Social learning theory. Englewood Cliffs, N. J.: Prentice Hall, 1977.

Bandura, A., & Kupers, C. J. "The Transmission of Patterns of Self-Reinforcement through Modeling." Journal of Abnormal and Social Psychology, 1964,69, 1-9.

Bandura, A., & Perloff, B. Relative efficacy of self-monitored and externally imposed reinforcement systems. Journal of Personality and Social Psychology, 1967, 7, 111-116.

Bailey, K. G., Deardorff, P., & Nay, W. R. Students play therapists: Relative effects of role playing, videotape feedback, and modeling in a simulated interview. Journal of Consulting and Clinical Psychology, 1977, 45, 257-266.

Benjamin, A. The helping interview. Boston: Houghton Mifflin Company, 1969.

Brammer, L. M. The Helping relationship: Process and skills, Englewood Cliffs, N. J.: Prentice-Hall, Inc.; 1973.

Canada, R. M. Immediate reinforcement versus delayed reinforcement in teaching a basic interview technique. Journal of Counseling Psychology, 1973, 20 (5), 395-398.

Dalton, R. F. and Sundblad, L.M. Using principles of social learning in training of comminication of empathy. Journal of Counseling Psychology, 1976, 23, 454-457.

Dalton, R. F., Sundblad, L. M. and Hylbert, K. W. An application of principles of social learning to training in communication of empathy. Journal of Counseling Psychology, 1973, 20, 378-383.

Dowd, E. T., & Blocher, D. H. Effects of immediate reinforcement and awareness of response on beginning counselor behavior. Counselor Education and Supervision, 1974, 13, 190-197.

Ebel, R. L. Estimation of reliability of ratings. Psychometrika, 1951, 16, 407-424.

Egan, G. The skilled helper. Monterey, California: Brooks/Cole Publishers., 1975.

Frankel, M. Effects of videotape modeling and self-confrontation techniques on microcounseling behaviors. Journal of Counseling Psychology, 1971, 18 (5), 465-471.

Hackney, H., & Nye, S. Counseling strategies and objectives. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1973.

Ivey, E. E. Microcounseling: Innovations in interview training. Springfield, Illinois: Charles C. Thomas, 1971.

Johnson, J. B. The effects of prompting, practice and feedback in programmed videotape. American Education Research Journal, 1968, 5, 73-79.

Kim, J. S., & Hammer, W. C. Effects of performance feedback and goal setting on productivity and satisfaction in an organizational setting. Journal of Applied Psychology, 1976, 61, 48-57.

Kirk, R. E. Experimental designs: Procedures for the behavioral sciences. Belmont, California: Brooks/Cole Publishing Co., 1968.

Locke, E. A., Cartledge, N., & Koeppel, J. Motivational effects of knowledge of results: A goal setting phenomenon? Psychological Bulletin, 1968, 70, 474-485.

Martin, D. G., & Gazda, G. M. A method of self-inforcement for counselor education utilizing the measurement of facilitative conditions. Counselor Education and Supervision, 1970, 9, 87-92.

Perry, M. A. Modeling and Instructions in Training for Counselor Empathy. Journal of Counseling Psychology, 1975,23, 173-179.

Reddy, W. B. Effects of immediate and delayed feedback on the learning of empathy. Journal of Counseling Psychology, 1969, 16, 59-62.

Robinson, S. E., Froehle, T. C., & Kurpius, D. J. The effects of sex of model and media of model presentation on skill development of counselor trainees. Submitted for publication, 1978.

Robinson, S. E., Kurpius, D. J., & Froehle, T. C. Self-instructional and self-correctional procedures in counselor training. Submitted for publication, 1978.

Ronnestad, M. H. The effects of modeling feedback, and experiential methods on counselor empathy. Counselor Education and Supervision, 1977, 16, 194-201.

Stone, G. L. & Vance, A. Instructions, modeling and rehearsal: implications for training. Journal of Counseling Psychology, 1976, 23, 272-279.

CG012628